

# Anchor Activity

- After you arrive locate your “Anchor Activity” document
- Start working on the “Graphing Me” activity: read the statements on the bottom of the document. Utilize the scale on the left and record how you rate yourself in that area

## Graphing ME!! Self-Assessment



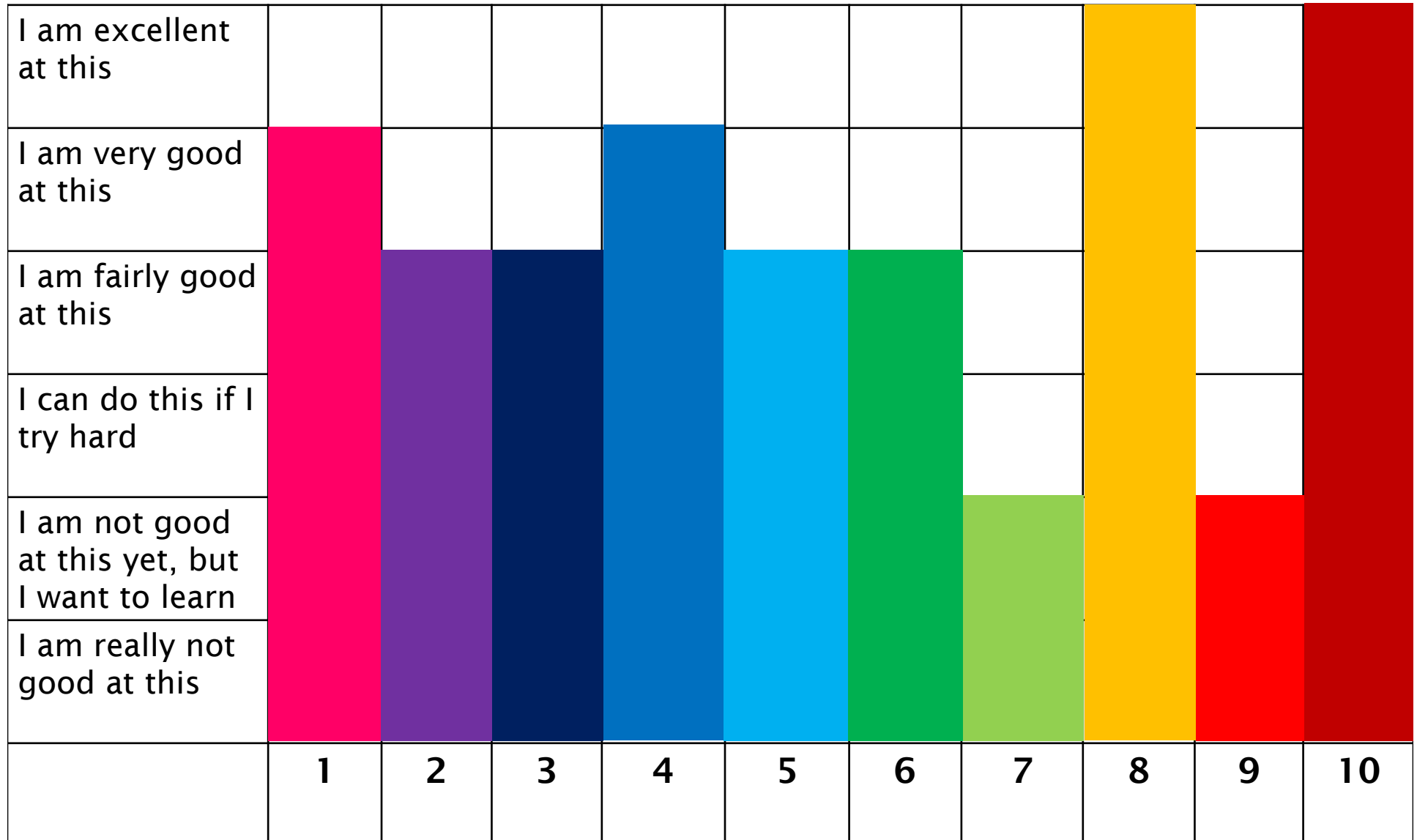
# The DI Classroom



Kerry Kelly, FDLRS Gulfcoast  
kellyke@pcsb.org

**\*DIP**

# Graphing ME!! Self-Assessment



# Anchor Activities

- Anchor activities can support the differentiation process
- They provide learning options that are related to the content
- They can address readiness, interest and learning profile of learners



**\*DIP**



# Anchor Activities

Graphing ME!! Self-Assessment

A-Z

Regarding diversity as normal and valuable

The Power of Choice

Mindset Matters



\*DIP



**The most important things we want you to:**

**K**now

**U**nderstand

and be able to **D**o

\*DIP



**Know:** the philosophy, principles and practices that support the differentiation process



**Understand:** that differentiation is a proactive response to learners needs guided by principles of a supported learning environment, quality curriculum, assessment that informs teaching and learning, instruction that responds to learner's variance, and leading students and managing routines



**Do:** implement one of the following highlighted practices that support differentiation during the 2016-2017 school year;

- Planning proactively to address readiness, interest, and learning profile
- Basing instructional approaches on student needs and the nature of the content
- Teaching up
- Assigning respectful tasks
- Using flexible grouping

# Learning Goal

Goal: I have the understanding needed to implement one of the following practices that support differentiation during the 2016-2017 school year: planning proactively to address readiness, interest, and learning profile; basing instructional approaches on student needs and the nature of the content; teaching up; assigning respectful tasks, and using flexible grouping.

**\*DIP**

**\*DIP**

# Learning Scale

4	I have the understanding needed to implement more than one of the following practices that support differentiation during the 2016-2017 school year: planning proactively to address readiness, interest, and learning profile; basing instructional approaches on student needs and the nature of the content; teaching up; assigning respectful tasks, and using flexible grouping.
3	I have the understanding needed to implement one of the following practices that support differentiation during the 2016-2017 school year: planning proactively to address readiness, interest, and learning profile; basing instructional approaches on student needs and the nature of the content; teaching up; assigning respectful tasks, and using flexible grouping.
2	I have an interest in implementing one of the following practices that support differentiation during the 2016-2017 school year: planning proactively to address readiness, interest, and learning profile; basing instructional approaches on student needs and the nature of the content; teaching up; assigning respectful tasks, and using flexible grouping.
1	I am not aware of these practices that support differentiation: planning proactively to address readiness, interest, and learning profile; basing instructional approaches on student needs and the nature of the content; teaching up; assigning respectful tasks, and using flexible grouping.

# Self Reflection / Record / Show Me



# Importance of KUD's

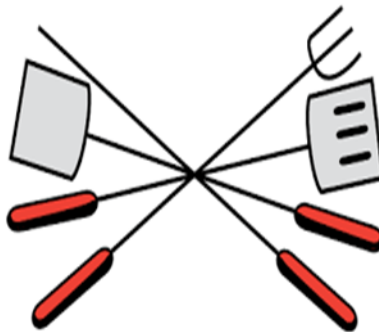
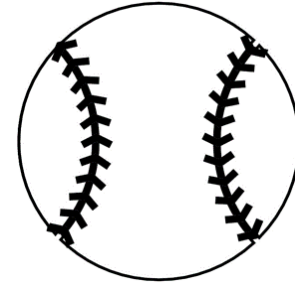
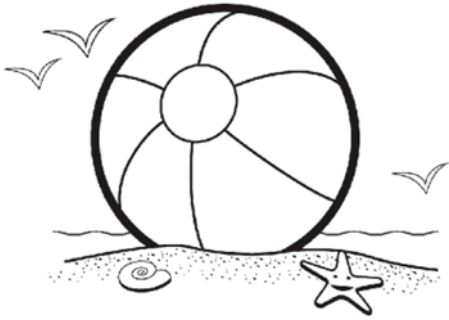
•Tips for Writing KUD statements

Know	Understand	Do
<ul style="list-style-type: none"><li>• Facts, places, people, things, dates</li><li>• Bulleted list</li></ul>	<ul style="list-style-type: none"><li>• Begins with "I want students to understand that..."</li></ul>	<ul style="list-style-type: none"><li>• Begins with an observable verb</li></ul>



[https://www.youtube.com/watch?v=akvDT9KFZPw&list=PLIN8LzEP6HQRy4ZFILi1XMihoQRwSoq20&index=](https://www.youtube.com/watch?v=akvDT9KFZPw&list=PLIN8LzEP6HQRy4ZFILi1XMihoQRwSoq20&index=1)

# Summer Buddies



**\*DIP**

If school is to work for all learners, it is critical that educators align practice with current best understanding of teaching and learning.

Research and  
Rational

TTYN

<https://www.youtube.com/watch?v=yl4-zcCluqI&list=PLOXUrDMSVPHnDeKVZTOfi2pjWMegTcRCD&index=10>



There is no formula or recipe that works for all learners in all times. There is no set of lesson plans or units that can engage the range of learning styles, approaches, and intelligences that are likely to gather in one classroom.

William Ayres  
To Teach, The Journey of a Teacher



# Differentiation

\*DIP

Is a teacher's **proactive** response to learner needs

shaped by **mindset**

And guided by general principles of differentiation

An **environment** that encourages and supports learning

Quality **curriculum**

Assessment that **informs** teaching and learning

Instruction that responds to student **variance**

Leading students and **managing** routines

Teachers can differentiate through

## Content

The **information** and **ideas** students grapple with to reach the learning goals.

## Process

How students take in and **make sense of** the content.

## Product

How students **show** what they know, understand, and can do.

## Affect/ Environment

The **climate** or tone of the classroom.

according to the student's

## Readiness

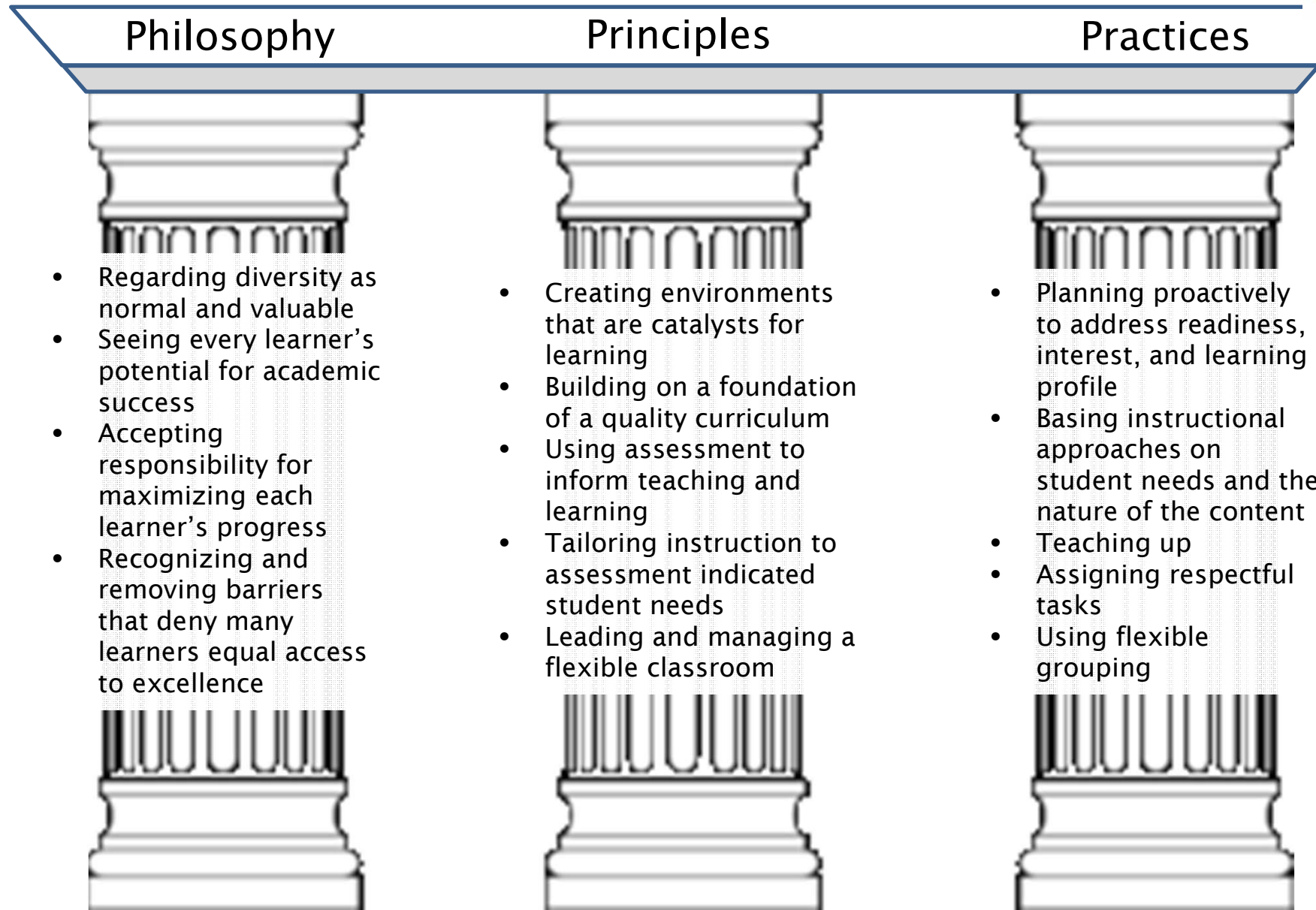
A student's **proximity** to specified learning goals

## Interest

Passions, affinities, kinships that **motivate** learning

## Learning Profile

**Preferred** approaches to learning



What is differentiated instruction?

# Building a Community

## Carol Ann Tomlinson



[https://www.youtube.com/watch?v=d13vl4WIN\\_I&list=PLtW9tmL-P6eoxbgXBy8HB1UuZx-X-olkt&index=12](https://www.youtube.com/watch?v=d13vl4WIN_I&list=PLtW9tmL-P6eoxbgXBy8HB1UuZx-X-olkt&index=12)



Effective teachers understand that the learning environment they create in their classrooms may be the single most important make-or-break element in helping students become the best they can be.

Carol Ann Tomlinson (2003)

“mindset” (noun)

a set of beliefs or a way of thinking that determines one's behavior, outlook, and mental attitude.

# Creating a Supportive Learning Environment Requires Beliefs and Actions

A teacher's mindset impacts his or her actions.

A teacher's actions impacts a student's mindset.

A student's mindset impacts his or her performance.



# Supportive Environment Teacher Mindset



## FIXED

## GROWTH

Success comes from being smart.

Genetics and environment determine what students can do.

Some kids are smart and some just aren't.

Teachers cannot override or significantly influence a student's profile. It is what it is.

Each student has the capacity to succeed in my classroom.

Success comes from access to effective instruction, effort, and persistence.

With hard work and appropriate support most students can achieve at high levels.

# Supportive Environment

## CAUTION!!

Mindset isn't just about believing!

It's about enacting those beliefs-living them out-hour by hour, day by day, plan by plan.

How we feel about and talk with students...

How we use assessment and feedback...

How we plan instruction...

How we set up and guide the classroom...



# Supportive Environment Building a Growth Mindset



Provide meaningful work for all students.

Provide an appropriate stretch for all students.

Emphasize progress and improvement as well as success.

Praise students for hard work, the learning process and effort rather than for being smart.

Acknowledge that sometimes learning isn't fast. Emphasize that the best and deepest learning can take time.

Frequently use the word "yet." When a student says they can't, add the word, "yet."

Help students become aware of where they are, where they need to be, and how they can get there.



**High Goals-Different Pathways**

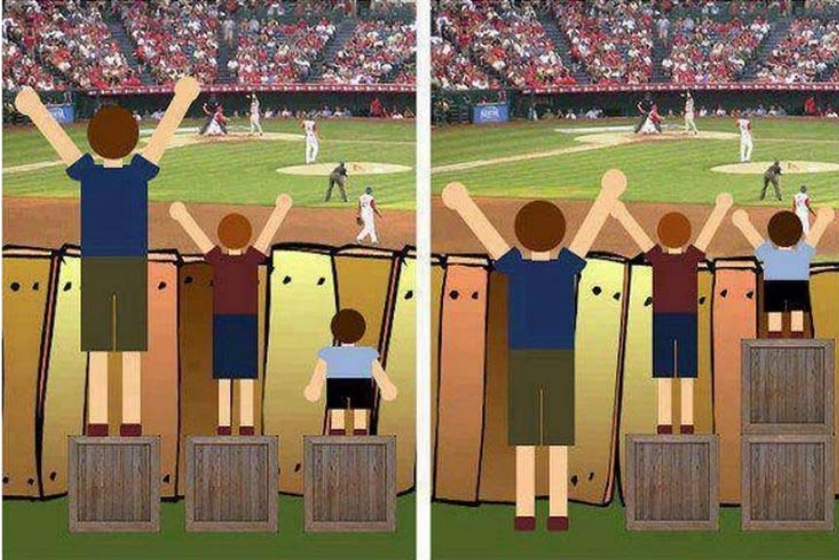
# Fairness

fairness does not mean everyone  
gets the same



fairness means everyone gets  
what he or she needs

# Fairness

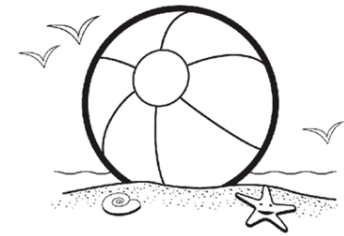


**I will not be treating you exactly the same way as someone else because you do not need the same thing.**

**What you need and what someone else needs may be very different.**

**I will always try to be FAIR, which means that I will do my best to give each student what he or she needs to be successful.**

# Beach Buddy



- Take your “Summer Buddies” document and find your beach buddy
- Reflect and share your ideas concerning these two DI Practices:
  1. How can I communicate a growth mindset to all of my students?
  2. How do I demonstrate that fairness does not mean everyone gets the same but rather what they need?
- If you are finished before the allotted time work on an anchor activity

**\*DIP**



*Not every child has an equal talent or  
an equal ability or equal motivation,  
but they should have the equal right to  
develop their talent and their ability  
and their motivation, to make  
something of themselves.*

John F. Kennedy, 1963

***As I see it, there are three ways to deal with students' differences.***

- ❑ Ignore the differences.**
- ❑ Separate the kids out.**
- ❑ Keep kids together in the context of high-quality curriculum but attend to their readiness needs, their interests, and their preferred ways of learning.**

Interview of Carol Ann Tomlinson by Anthony Rebora. It was published in Teacher Magazine/Teacher Professional Development Sourcebook, September 2008,  
<http://www.teachersourcebook.org/tsb/articles/2008/09/10/01tomlinson.h02.html?qs=Carol+Ann+Tomlinson>



# Respectful Work



<http://www.ascd.org/ascd-express/vol4/425-video.aspx>



# Respectful Work

Readiness



Growth: tasks need to be a close match for skills

Interest



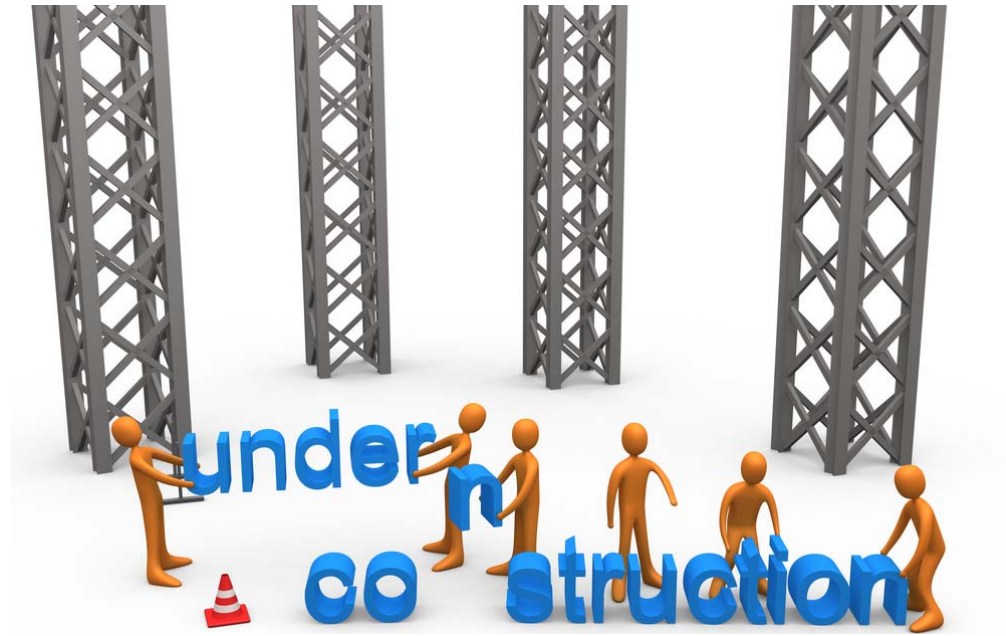
Motivation: tasks that consider interests, ignite curiosity or passion

Learning  
Profile



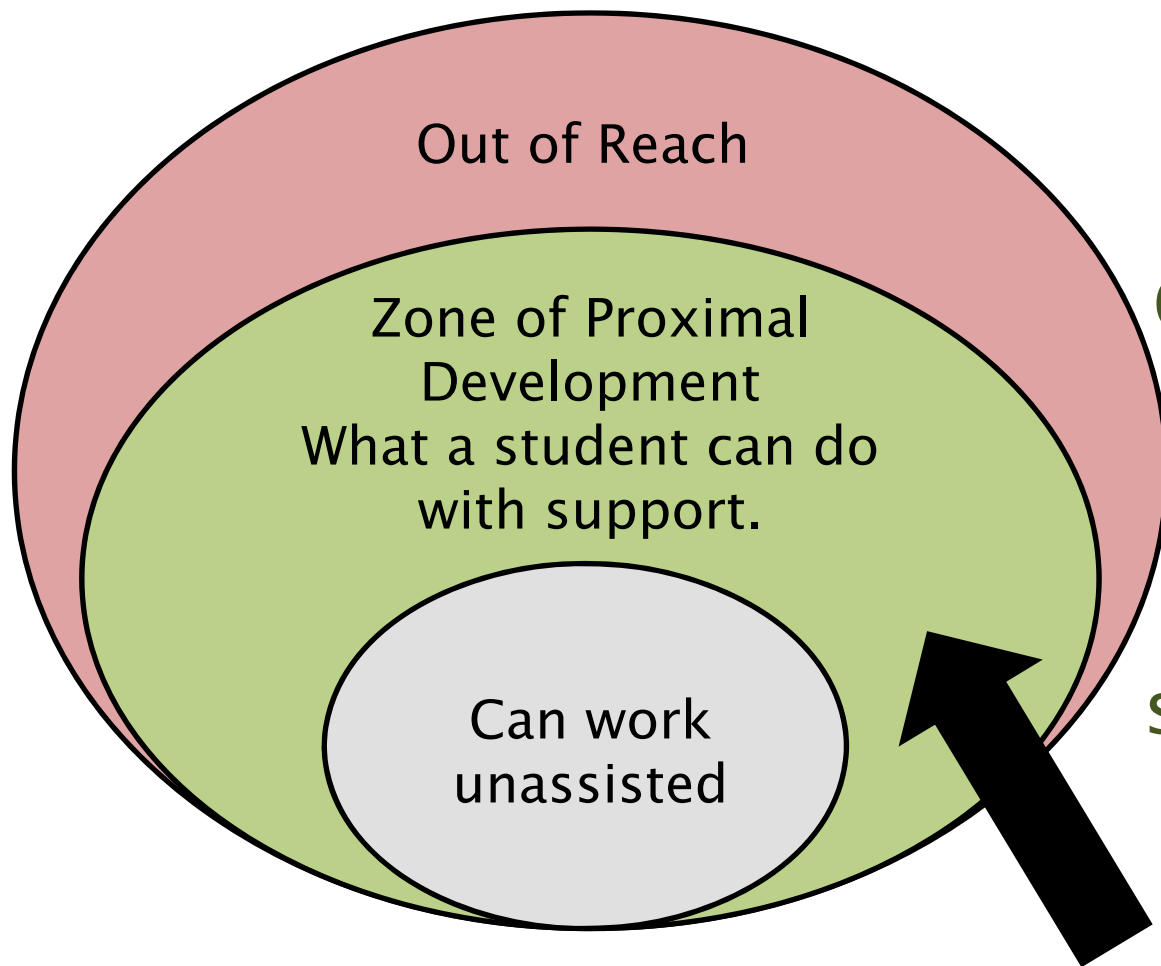
Efficiency: tasks that consider learning preferences, make the learning process more efficient and effective

# Readiness v. Ability



**How ready is the student  
for what I am teaching  
today?**

# Respectful Work: Readiness



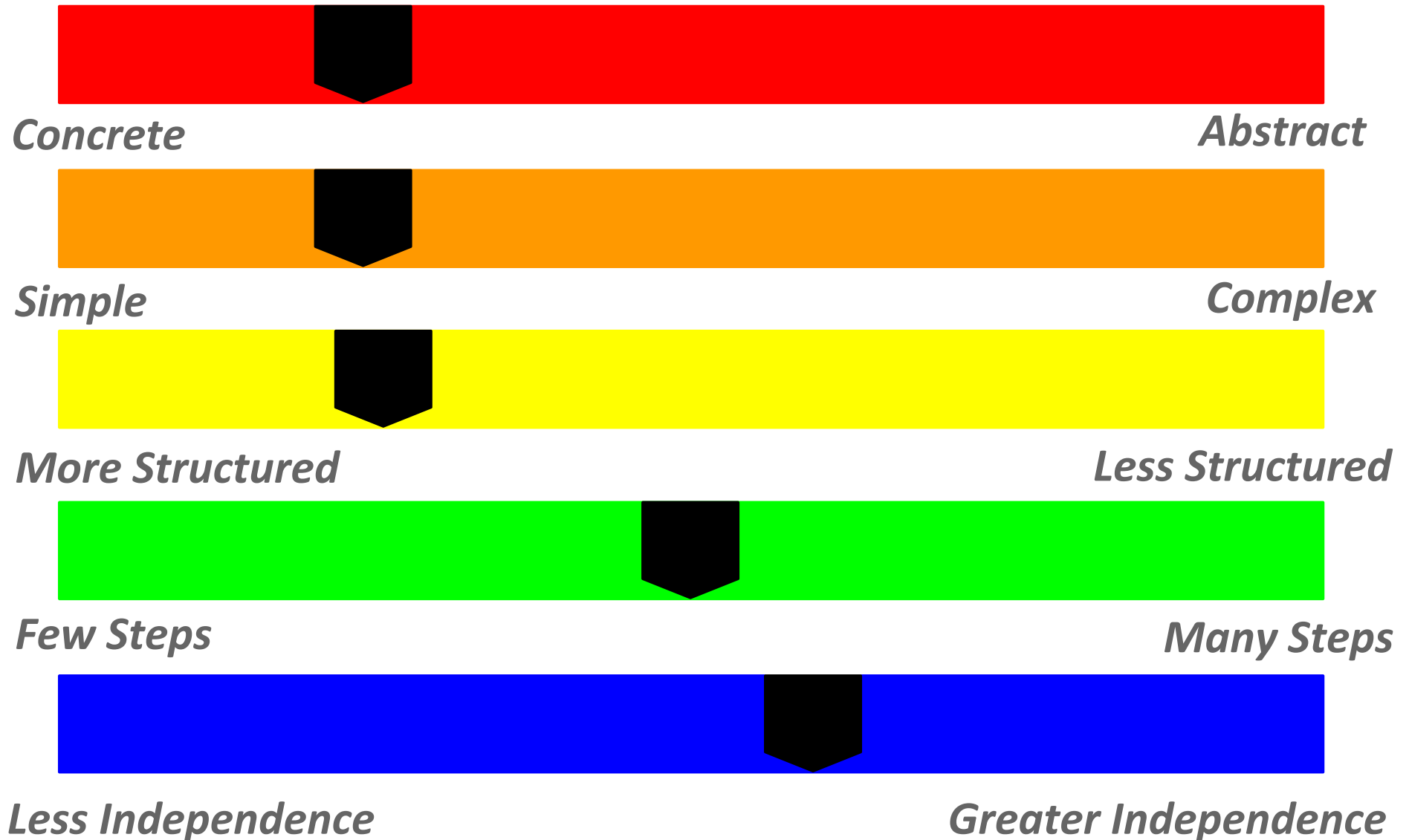
## Zone of Proximal Development

Giving students the hardest tasks they can do with scaffolding will lead to the greatest learning gains.

# Respectful Work: Readiness

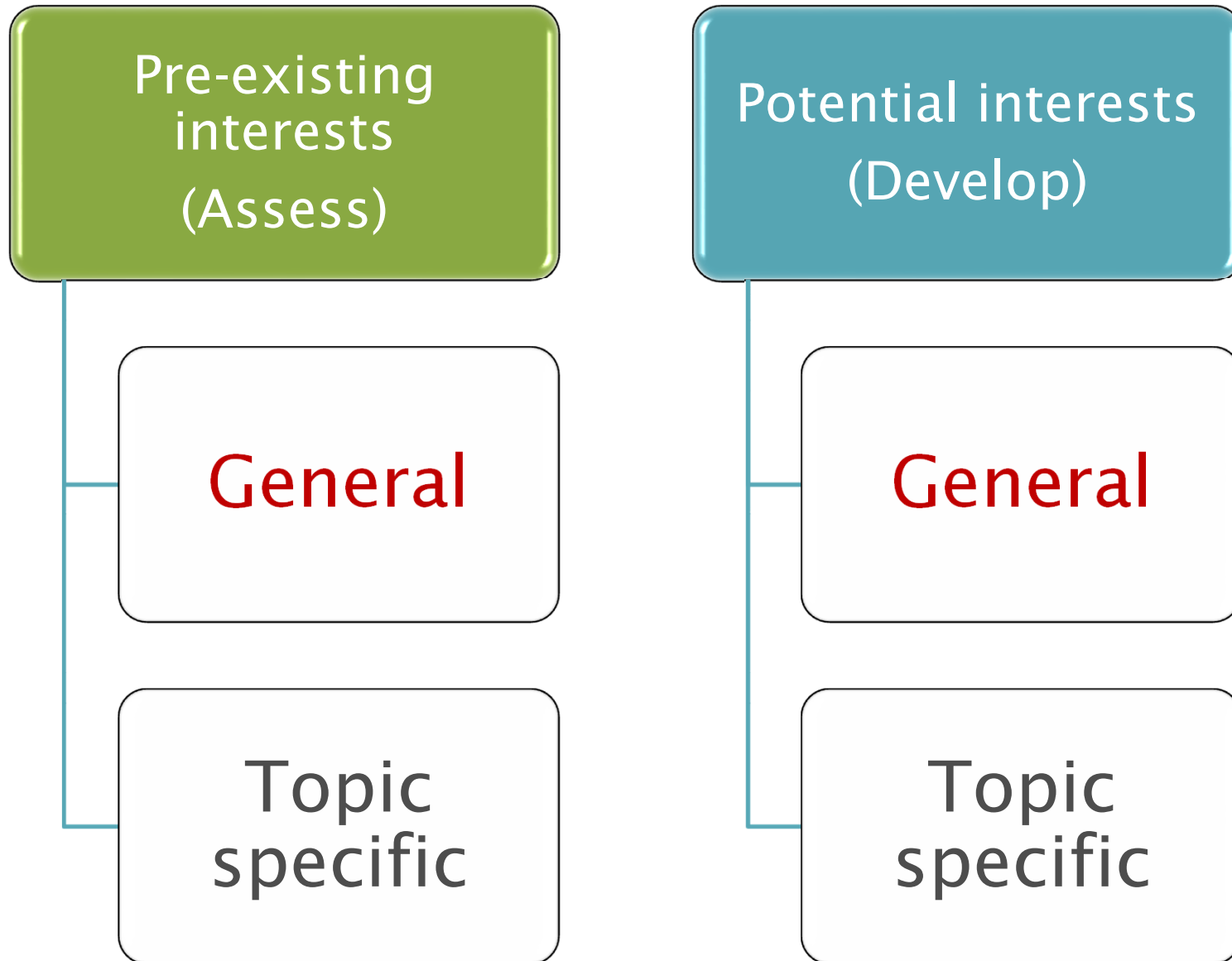
## The Equalizer

### A Tool for Adjusting Work to Student's Readiness



Adapted from The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson, ASCD, 1999.

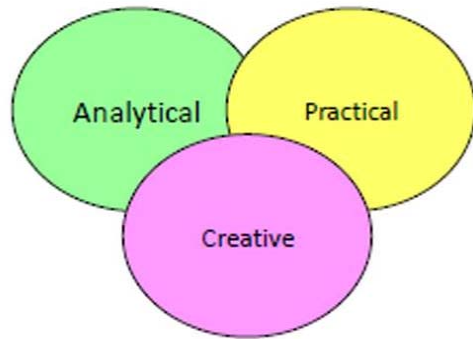
# Respectful Work: Interest



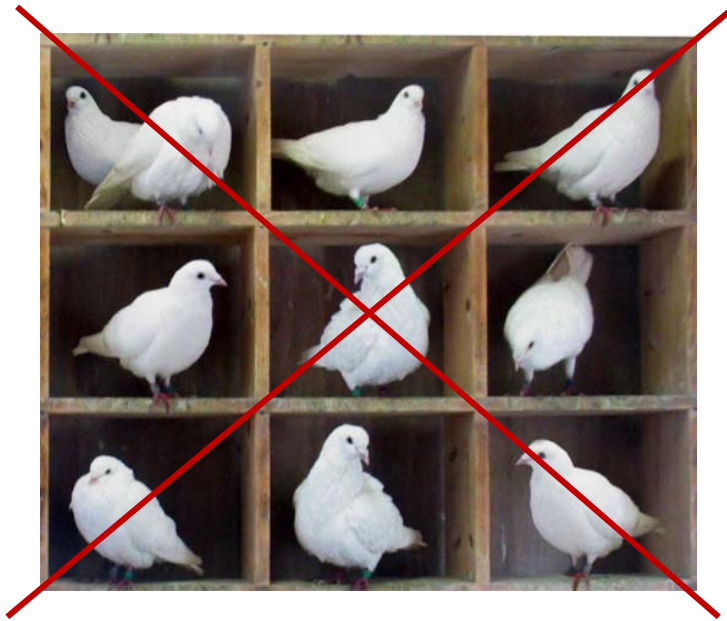
# Respectful Work: Learner Profile/Preferences

Maximizing Efficient and Effective Learning

Sternberg's Three Intelligences



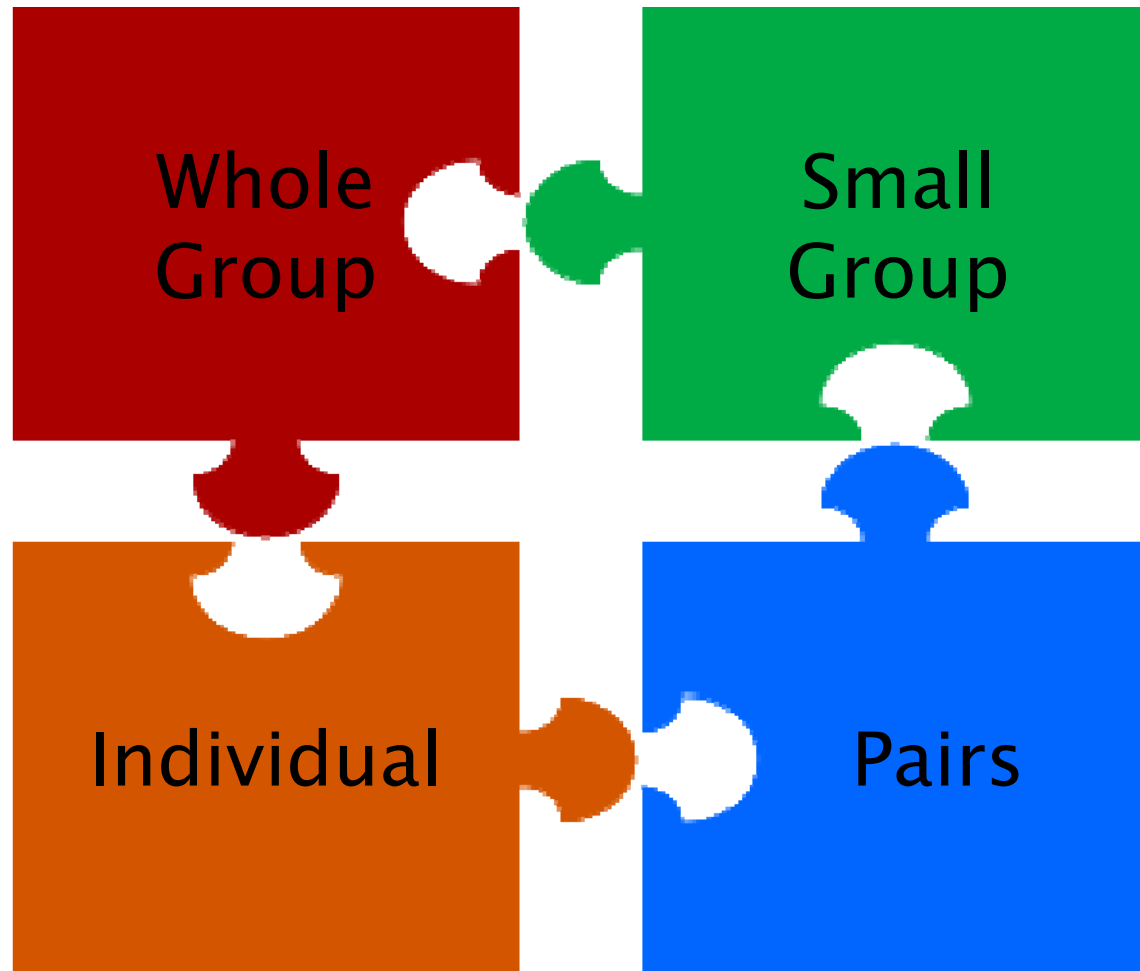
# Respectful Work: Learner Profile/Preferences



***Don't Pigeonhole  
Students!***

The same student may  
have different learning  
preferences in  
different contexts.

# Using Flexible Grouping to Provide Respectful Work



**\*DIP**





# Using Flexible Grouping to Provide Respectful Work

1. Students regularly work in purposefully planned whole group, small groups, teams, pairs and as individuals.
2. Grouping is based on readiness, interests, and/or learning profile/preferences.
3. Small groups, teams and pairs are homogeneous and heterogeneous.
4. Students have opportunities to work with every other student in the class.

# Respectful Work

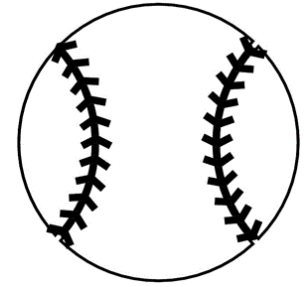


<https://www.youtube.com/watch?v=udYphP1DYUw>

TTYN



# Baseball Buddy



- Take the “Grouping Structures” document and find your Baseball Buddy.
- Reflect and share concerning:
  1. Which structure could you use next year?
  2. How you would use it?
- If you are finished before allotted time work on an anchor activity

**\*DIP**



# Formative Assessment

What student information will I collect and use to focus and adjust my instruction?

What will I use to help students monitor their own progress?



# Assess

Readiness



**Growth:** tasks need to be a close match for skills

Interest



**Motivation:** tasks ignite curiosity or passion

Learning  
Profile



**Efficiency:** tasks make the learning process more efficient and effective

# Formative Assessment

Assessment **beFORe** Learning

Assessment **FOR** Learning

Assessment **OF** Learning

Assessment **AS** Learning

# Sources of Assessment Information

How do I assess my students?

*Everything a student does can be a source of assessment information.*



\*DIP



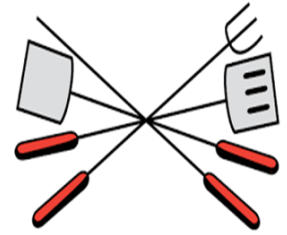


# In Action



[https://www.youtube.com/watch?v=9l6V1eZdZRU&list=PLIZK2t3fOcXx7T04ZoagPy2UEU\\_iXdInt&index=66](https://www.youtube.com/watch?v=9l6V1eZdZRU&list=PLIZK2t3fOcXx7T04ZoagPy2UEU_iXdInt&index=66)

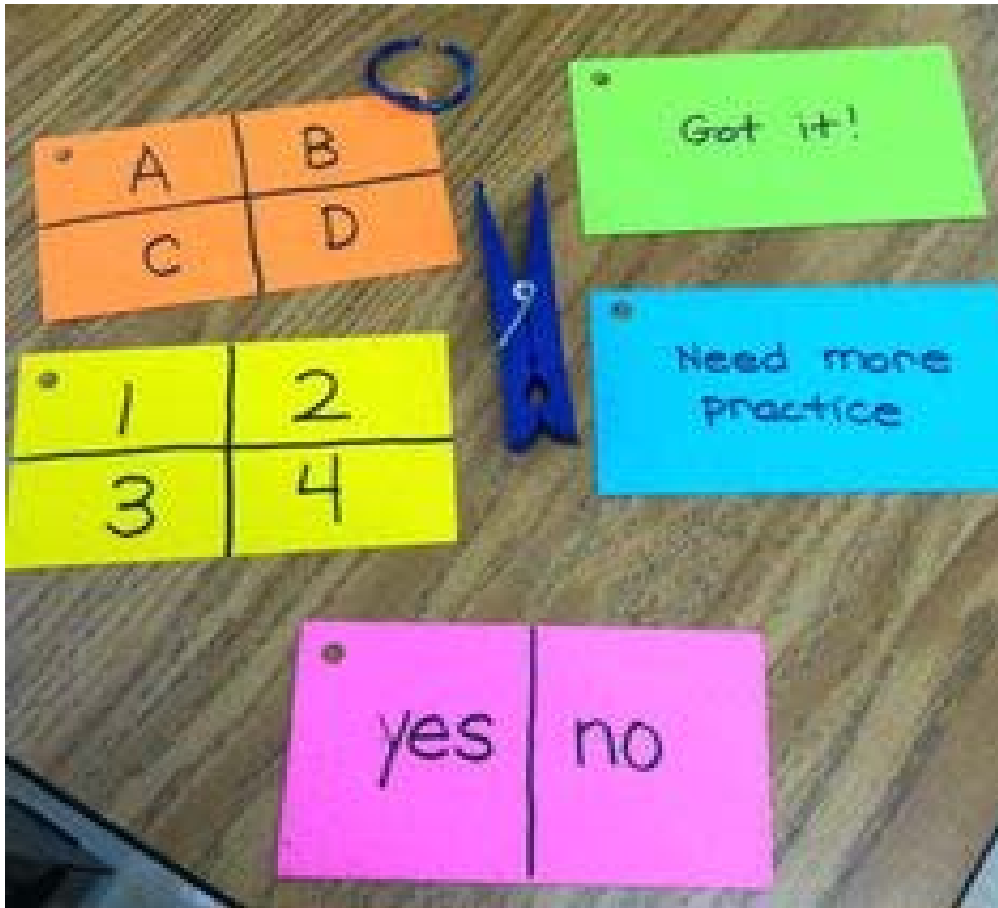
# Cookout Buddy



- Take your “Sources of Assessment” and “Formative Assessment” documents and find your Cookout Buddy.
- Reflect and share your ideas concerning these areas:
  1. How can you better incorporate the idea of triangulation as you gather student evidence?
  2. What example will you utilize and how?



# DI Review: Response Systems



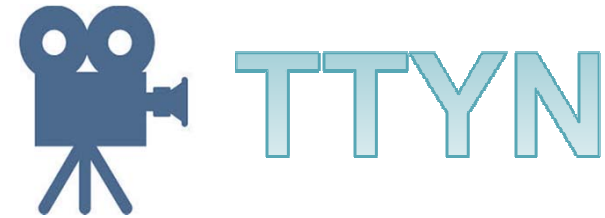
**\*DIP**



# Self Reflection / Record / Show Me



# Three Teachers



- Utilize the “Three Teachers chart to reflect on the practices in three classrooms

Arnold Appleton

Buffy Baker

Catherine Cassell

- <https://vimeo.com/151941141>
- <https://vimeo.com/151941142>
- <https://vimeo.com/151941143>



**\*DIP**

# You Pick Four

Explore four areas on choice board

Everyone does “Where do I begin?”

“How do I manage the process of differentiated instruction” counts as two choices

Write down at least two ideas from each choice

If you finish before time is up you can visit additional areas on the choice board or work on anchor activity

<p>How do I manage the process of differentiated instruction?</p> <p>(This is a longer clip and counts as 2 choices)</p> <p><a href="https://www.youtube.com/watch?v=ngQrkXolmhw">https://www.youtube.com/watch?v=ngQrkXolmhw</a></p>	<p>Where do I begin? (everyone does)</p> <p><a href="http://www.ascd.org/ASCD/pdf/books/tomlinson2001_chapter6_errata.pdf">http://www.ascd.org/ASCD/pdf/books/tomlinson2001_chapter6_errata.pdf</a></p>	<p>What are some ways to utilize Bloom's Taxonomy when designing differentiated learning activities?</p> <p><a href="http://www.pinterest.com/mamb76/bloom-s-taxonomy-differentiated-instruction/">http://www.pinterest.com/mamb76/bloom-s-taxonomy-differentiated-instruction/</a></p>
<p>How can I foster a growth mindset in my students?</p> <p><a href="https://www.mindsetkit.org/">https://www.mindsetkit.org/</a></p>	<p>What's the Importance of KUD's in the differentiated process?</p> <p><a href="https://prezi.com/goxmoy-bgemmb/know-understand-and-do/">https://prezi.com/goxmoy-bgemmb/know-understand-and-do/</a></p>	<p>What are some strategies to support the differentiation of process, product and content?</p> <p>(pages 4-7)</p> <p><a href="http://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p04/#content">http://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p04/#content</a></p>



**\*DIP**

# Line Up

<p>How do I manage the process of differentiated instruction?</p> <p>(This is a longer clip and counts as 2 choices)</p> <p><a href="https://www.youtube.com/watch?v=nQ9tkXolmhw">https://www.youtube.com/watch?v=nQ9tkXolmhw</a></p>	<p>Where do I begin? (everyone does)</p> <p><a href="http://www.ascd.org/ASCD/pdf/books/tomlinson2001_chapter8_errata.pdf">http://www.ascd.org/ASCD/pdf/books/tomlinson2001_chapter8_errata.pdf</a></p>	<p>What are some ways to utilize Bloom's Taxonomy when designing differentiated learning activities?</p> <p><a href="http://www.pinterest.com/mamb78/bloom-s-taxonomy-differentiated-instruction/">http://www.pinterest.com/mamb78/bloom-s-taxonomy-differentiated-instruction/</a></p>
<p>How can I foster a growth mindset in my students?</p> <p><a href="https://www.mindsetkit.org/">https://www.mindsetkit.org/</a></p>	<p>What's the Importance of KUD's in the differentiated process?</p> <p><a href="https://crazi.com/bozemo-bozemo-know-understand-and-do/">https://crazi.com/bozemo-bozemo-know-understand-and-do/</a></p>	<p>What are some strategies to support the differentiation of process, product and content?</p> <p>(pages 4-7)</p> <p><a href="http://iris.peabody.vanderbilt.edu/module/difc/resource/q2/p04/#content">http://iris.peabody.vanderbilt.edu/module/difc/resource/q2/p04/#content</a></p>



**\*DIP**



Different  
paths to the  
same  
destination





# Required Implementation

- You will utilize the principles / strategies / DIP that we explored when developing a lesson
- These components are required and are addressed on the “Lesson Reflection” document:
  1. Identify KUD’s and learning goal
  2. Develop and implement pre / post assessment
  3. Identify principle / strategy /DIP that you utilized
  4. Reflect on how lesson went and what you would do differently next time
  5. Report results of pre / post assessment in FDLRS student impact system (site is on Lesson Reflection)



# Resources to Explore

<http://differentiationcentral.com/>

<https://daretodifferentiate.wikispaces.com/>

<http://iris.peabody.vanderbilt.edu/iris-resource-locator/>

<https://fdlrsgcthedifferentiatedclassroom.wikispaces.com/>



TEACH  
encourage  
instruct  
MENTOR  
PRAISE  
influence  
GUIDE  
INSPIRE